ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO FAMILY ENVIRONMENT, PERSONALITY AND CERTAIN DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

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Registration No:**AU22EDPhD0095**

Under supervision of

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In Partial Fulfillment of the Requirements

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BASIC SCIENCES AND HUMANITIES
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ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THE FAMILY ENVIRONMENT, PERSONALITY, EVALUATION MECHANISMS AND THE LEVEL OF ASPIRATION

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V Academic Anxiety Among Secondary School Students in Relation to Family Environment, Personality and Curriculum demographic Variables.

Revise Synopsis to Submitted to Dean/Director Research. with in one month

DECLARATION

I hereby declare that the dissertation synopsis entitled **"ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO FAMILY ENVIRONMENT, PERSONALITY AND CERTAIN DEMOGRAPHIC VARIABLES"** to be submitted for the partial fulfillment of the degree of doctor of philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles, it has not been submitted to any other university or Institution for the award of any degree or diploma.

Place: **Signature of the Scholar**

Date: **Name of Scholar**

Forwarded by:

Place: **Signature of the Supervisor**

Date: **Name of the Supervisor**

CERTIFICATE

This is to certify that the thesis titled **"ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO FAMILY ENVIRONMENT, PERSONALITY AND CERTAIN DEMOGRAPHIC VARIABLES"** is an original piece of work done by **Shivani Sharma** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: **Signature of the Supervisor**

Date: **Name of the Supervisor**

INTRODUCTION

Life is full of challenges and becoming complex and complicated day by day as the emergence of globalization has enhanced the feeling of competition in the world of academics as well as in the world of work. The reasons behind this are: excessive workload, pressure, cutthroat competition, feeling of quality consciousness, constant comparison with others, desire to achieve more and more, constantly striving for excellence in order to stand out with others, trying to control everything etc. People trust sophisticated complicated technological innovations more than real people and this automation/sophistication results in the physical and mental breakdown. This breakdown has adverse effects as it leads to the self-communicable negativity, stress and anxiety. Anxiety disorders are the most common disorders occur during adolescence. Anxiety is of many types and one among them is academic anxiety. Academic anxiety is a kind of anxiety related to the impending danger from the learning institution, learning environment, from ineffective study habits, from a certain subject, from the specific subject teacher or from the examination. It is a mutual feeling of agitation, uneasiness, distress, stress or tension in a reaction to a certain school situation which is related to the academics and perceived negatively. Students can feel anxiety related to every academic task as well as with the examination also. It may tend towards lack of concentration, procrastination, low academic achievement, lower level of intrinsic motivation, poor study habits, low achievement motivation, delayed academic assessments etc. Academic anxiety can become more detrimental over time. A moderate level of academic anxiety is considered as a normal but high level can hamper the academic performance of an individual. Academic anxiety can either enhance or inhibit academic performance and it depends on how an individual student perceives the academic situation.

Academic anxiety refers to the feelings of tension, worry, and apprehension related to academic activities and performance. It is a common experience among students of all ages, often manifesting in situations involving exams, assignments, or any form of academic evaluation. This type of anxiety can stem from various sources, including fear of failure, high expectations from oneself or others, and previous negative experiences in academic settings.

The impact of academic anxiety can be wide-ranging. It may affect students' ability to concentrate, their overall mental well-being, and even their academic performance. In severe

cases, it can lead to avoidance behaviors, such as skipping classes or procrastinating on assignments, which can exacerbate the problem and create a cycle of anxiety and poor academic outcomes. Understanding the factors that contribute to academic anxiety is crucial for developing effective interventions and support systems. These factors can include individual differences, such as personality traits and coping styles, as well as external influences, such as the educational environment and family expectations. By addressing these contributing factors, educators, parents, and mental health professionals can help students manage their anxiety and succeed academically.

TYPE OF ACADEMIC ANXIETY

Academic anxiety can manifest in various forms, each with its own characteristics and triggers. Understanding these types can help in identifying specific issues and tailoring interventions accordingly. Here are some common types of academic anxiety:

1. **Test Anxiety**:

   This is a specific type of performance anxiety related to taking exams. Students may experience physical symptoms such as sweating, shaking, or a racing heartbeat, along with cognitive symptoms like blanking out, difficulty concentrating, or negative self-talk. Test anxiety can significantly impact a student's performance, regardless of their level of preparation.

2. **General Academic Anxiety**:

This encompasses a broader range of anxiety related to academic responsibilities, such as attending classes, participating in discussions, completing assignments, and meeting deadlines. Students with general academic anxiety may feel overwhelmed by the demands of their coursework and may worry excessively about their grades and future academic success.

3. **Performance Anxiety**:

   Similar to test anxiety, performance anxiety is related to situations where students are required to demonstrate their knowledge or skills, such as giving presentations,

participating in class discussions, or engaging in practical assessments. The fear of being judged or making mistakes can be debilitating and may lead students to avoid these situations.

4. **Social Anxiety in Academic Settings**:

This type of anxiety arises in social aspects of academic life, such as interacting with peers, teachers, or mentors. Students may fear being called upon in class, participating in group work, or attending school events. Social anxiety can hinder a student's ability to engage fully in the educational experience and form supportive relationships.

5. **Subject-Specific Anxiety**:

Some students may experience anxiety related to specific subjects, such as mathematics or foreign languages. This type of anxiety may be linked to past negative experiences, perceived difficulty of the subject, or a lack of confidence in one's abilities. Subject-specific anxiety can lead to avoidance of courses or majors that involve the subject.

6. **Future-Oriented Anxiety**:

This involves worrying about future academic or career outcomes, such as college admissions, job prospects, or academic competitions. Students may feel intense pressure to perform well academically to secure their desired future, leading to chronic stress and anxiety.

7. **Perfectionism-Related Anxiety**:
    - Perfectionist students may set unrealistically high standards for themselves and fear falling short of these expectations. This can lead to excessive studying, reluctance to take on challenging tasks, and intense anxiety over even minor mistakes or perceived failures.

In the context of senior secondary school students, academic anxiety can be particularly pronounced due to the high stakes associated with this stage of education. The pressure to perform well in exams, secure college admissions, and meet societal expectations can be overwhelming. This makes it essential to explore and implement strategies that can help students manage their anxiety, build resilience, and maintain a healthy balance between academic and personal life.

The impact of academic anxiety on senior secondary school students can be profound, influencing various aspects of their lives. During this critical stage, students often face heightened academic pressures, such as preparing for final exams, securing college admissions, and meeting both personal and external expectations. The effects of academic anxiety in this context can be wide-ranging and multifaceted:

1. Academic Performance

- **Reduced Concentration and Focus**: High levels of anxiety can interfere with students' ability to concentrate and focus on their studies, leading to difficulty in understanding and retaining information.
- **Test Performance**: Test anxiety can cause students to perform below their true potential due to nervousness, blanking out, or being unable to effectively recall information during exams.
- **Avoidance Behaviors**: Some students may avoid studying, attending classes, or completing assignments out of fear of failure, leading to lower grades and academic underachievement.

2. Emotional and Mental Health

- **Increased Stress and Burnout**: Continuous academic pressure can lead to chronic stress and burnout, negatively affecting students' overall well-being and motivation.
- **Emotional Distress**: Feelings of inadequacy, fear of disappointing others, and worry about the future can lead to emotional distress, including symptoms of anxiety and depression.

- **Decreased Self-Esteem**: Repeated experiences of anxiety and perceived failure can undermine students' self-confidence and self-worth.

3. Physical Health

- **Somatic Symptoms**: Academic anxiety can manifest physically, with symptoms such as headaches, stomachaches, fatigue, and sleep disturbances.
- **Impaired Immune Function**: Chronic stress and anxiety can weaken the immune system, making students more susceptible to illness.

4. Behavioral Effects

- **Procrastination and Poor Time Management**: Anxiety can lead to procrastination as students may avoid tasks that provoke anxiety, resulting in rushed or incomplete work and poor time management.
- **Substance Use**: Some students may turn to unhealthy coping mechanisms, such as substance use, to manage their anxiety, which can have long-term negative consequences on their health and well-being.

5. Social Impact

- **Withdrawal and Isolation**: Students experiencing academic anxiety may withdraw from social activities and peer interactions, leading to feelings of isolation and loneliness.
- **Strained Relationships**: Anxiety can strain relationships with family, teachers, and peers, as students may become irritable, uncommunicative, or excessively dependent on others for reassurance.

6. Long-Term Consequences

- **Impact on Higher Education and Career Choices**: Academic anxiety can influence students' decisions regarding higher education and career paths, potentially leading them to choose less challenging options or avoid pursuing their true interests and strengths.

- **Life Skills and Coping Mechanisms**: Failure to effectively manage academic anxiety can hinder the development of essential life skills, such as resilience, stress management, and problem-solving abilities.

Addressing academic anxiety in senior secondary school students requires a comprehensive approach that includes providing support and resources to help students manage stress, fostering a positive and supportive educational environment, and encouraging open communication about mental health and well-being

FAMILY ENVIRONMENT

The family environment plays a crucial role in shaping an individual's personality, values, and overall development. It encompasses the physical, emotional, and social conditions within a family, including the relationships, communication patterns, and the support system present. The family environment influences various aspects of a person's life, such as behavior, academic performance, and social interactions. A nurturing and supportive family environment can foster positive development, instilling confidence, self-esteem, and resilience in individuals. In contrast, a stressful or dysfunctional family environment can lead to challenges such as anxiety, low self-esteem, and difficulty in forming healthy relationships.

In the context of senior secondary school students, the family environment becomes particularly significant as they navigate a critical phase of their lives marked by academic pressures, identity formation, and social challenges. A supportive family can provide the necessary guidance and stability, helping students cope with these challenges and make informed decisions about their future. Understanding the impact of the family environment on students' adjustment and development can offer valuable insights for educators, parents, and policymakers to create supportive structures that enhance students' well-being and academic success.

IMPORTANCE OF FAMILY ENVIRONMENT

The family environment plays a pivotal role in the overall development and well-being of students. It serves as the foundational setting where children first learn and grow,

influencing their emotional, social, and cognitive development. The importance of a supportive and nurturing family environment for students can be highlighted through several key aspects:

1. Emotional Support and Security:

- A positive family environment provides a safe and secure space for students to express their feelings, share their concerns, and seek guidance. This emotional support is crucial for building self-esteem and resilience, helping students navigate the challenges of school and adolescence.

2. Academic Support and Encouragement:

- Families that value education and provide consistent academic support can significantly impact a student's performance in school. Parental involvement in homework, attendance at school events, and encouragement to pursue academic interests foster a positive attitude toward learning and achievement.

3. Development of Social Skills:

- Family interactions are the first context in which children learn social norms, communication skills, and problem-solving strategies. These skills are essential for forming healthy relationships with peers, teachers, and others in the community.

4. Formation of Values and Attitudes:

- The family environment shapes students' core values, beliefs, and attitudes, including those related to work ethic, respect for others, and responsibility. These values guide their behavior and decision-making both inside and outside of school.

5. Coping with Stress and Adversity:

- A supportive family can help students develop effective coping mechanisms for dealing with stress, whether from academic pressures, social issues, or personal

challenges. Families can provide guidance, reassurance, and strategies for managing difficult situations.

6. Encouragement of Healthy Lifestyle Habits:

- Families influence students' physical health by promoting nutritious eating habits, regular physical activity, and proper sleep routines. These habits are important for maintaining overall health and energy levels, which contribute to better concentration and academic performance.

7. Role Modeling and Guidance:

- Parents and family members serve as role models, demonstrating behaviors, attitudes, and values that children often emulate. Positive role models can inspire students to set goals, work hard, and persevere in the face of challenges.

8. Sense of Belonging and Identity:

- A strong family environment helps students develop a sense of identity and belonging. Feeling connected to their family provides a sense of stability and continuity, which is particularly important during the transitional and sometimes turbulent years of adolescence.

9. Support for Extracurricular and Personal Interests:

- Families that encourage participation in extracurricular activities help students explore their interests and talents. This involvement can enhance social skills, provide a sense of accomplishment, and foster a well-rounded development.

10. Foundation for Lifelong Learning:

- The attitudes and behaviors toward learning instilled within the family often extend into adulthood. A supportive family environment that encourages curiosity and lifelong

learning can inspire students to continue seeking knowledge and personal growth throughout their lives.

In summary, the family environment serves as the bedrock of a student's development, influencing their emotional health, academic success, social interactions, and overall well-being. The support and guidance provided by a nurturing family are invaluable in helping students reach their full potential and navigate the complexities of growing up

INFLUENCING FACTORS OF FAMILY ENVIRONMENT FOR STUDENTS

Several factors can influence the family environment for students, shaping their experiences and overall well-being. These factors can be broadly categorized into structural, relational, and cultural aspects:

1. Socioeconomic Status (SES):

- **Income Level:** The financial stability of a family can affect the quality of resources available, such as housing, education, and extracurricular activities.
- **Parental Education:** Parents' educational background can influence the value placed on education and the support provided for academic pursuits.

2. Parental Involvement:

- **Parenting Style:** Authoritative, authoritarian, permissive, and uninvolved parenting styles each have different impacts on children's behavior and development.
- **Communication:** Open and positive communication fosters trust and understanding, while poor communication can lead to misunderstandings and conflict.

3. Family Structure:

- **Nuclear vs. Extended Family:** The presence of extended family members can provide additional support or, in some cases, create stress due to conflicting values or overcrowding.

- **Single-Parent Families:** These families might face unique challenges, such as financial strain and limited time for parental involvement, which can affect students' emotional and academic outcomes.

4. Cultural and Religious Background:

- **Cultural Norms and Values:** Cultural beliefs can shape expectations around education, behavior, and gender roles within the family.
- **Religious Beliefs:** Religion can provide a moral framework and community support, but differing religious views within a family can sometimes lead to conflict.

5. Family Dynamics and Relationships:

- **Siblings:** The presence and relationships with siblings can affect a student's social development and sense of competition or cooperation.
- **Marital Relationship:** The quality of the parents' relationship, including any conflicts or separation, can significantly impact the emotional well-being of students.

6. Mental and Physical Health:

- **Parental Mental Health:** Parents' mental health issues can affect their ability to provide a supportive environment, potentially leading to stress or neglect.
- **Physical Health Conditions:** Chronic illnesses or disabilities within the family can create additional stress and require adjustments in daily life.

7. Neighborhood and Community:

- **Safety and Stability:** The neighborhood's safety and stability can influence students' sense of security and opportunities for social interaction.
- **Community Involvement:** Engagement in community activities can provide additional support networks and role models for students.

8. Life Events and Stressors:

- **Major Life Changes:** Events such as moving, divorce, or the loss of a family member can disrupt the family environment and affect students' emotional and psychological well-being.
- **Chronic Stress:** Ongoing stressors like financial problems or parental conflict can lead to a tense and unstable family environment.

Understanding these factors can help educators, counselors, and policymakers design targeted interventions and support systems to enhance students' well-being and academic performance.

PERSONALITY

Personality refers to the unique and consistent patterns of thoughts, feelings, and behaviors that characterize an individual. It encompasses a wide range of human experiences and traits, including temperament, emotional responses, social interactions, and coping mechanisms. Personality is shaped by a combination of genetic, environmental, and experiential factors, and it plays a crucial role in influencing how individuals perceive and interact with the world around them.

The study of personality has a long history in psychology, with various theories and models developed to explain and categorize the complexities of human behavior. One of the most widely recognized frameworks is the Five Factor Model, also known as the Big Five personality traits, which includes:

1. Openness to Experience: Reflects a person's willingness to engage in novel and imaginative experiences, and their openness to new ideas and perspectives.
2. Conscientiousness: Involves traits such as organization, dependability, and a strong sense of duty and responsibility.
3. Extraversion: Characterized by sociability, assertiveness, and a preference for stimulating environments and social interactions.
4. Agreeableness: Includes attributes such as kindness, empathy, and a cooperative nature.
5. Neuroticism: Involves the tendency to experience negative emotions, such as anxiety, anger, or depression, and emotional instability.

Understanding personality is important because it influences how individuals cope with stress, form relationships, make decisions, and approach their goals and challenges. In educational settings, personality traits can affect a student's learning style, motivation, and overall academic experience. For example, highly conscientious students may be more diligent and organized, while extraverted students may thrive in collaborative and interactive learning environments.

Moreover, personality can impact mental health and well-being. Individuals with high levels of neuroticism, for example, may be more prone to experiencing anxiety and emotional distress, which can affect their academic and personal lives. On the other hand, traits like resilience and optimism can serve as protective factors, helping individuals navigate challenges and recover from setbacks.

The interplay between personality and external factors, such as family environment, cultural background, and life experiences, further shapes an individual's development. Understanding these dynamics can provide valuable insights into how people adapt to different situations and how they can be supported in their personal growth and well-being.

Personality development is influenced by a complex interplay of various factors. These factors can be broadly categorized into genetic, environmental, and situational influences. Here are some key factors affecting personality:

1**. Genetic Factors**

- **Heredity:** Genetic predisposition plays a significant role in shaping personality traits. Studies on twins and family members suggest that traits like extraversion, neuroticism, and openness have a genetic component.
- **Biological Influences:** Brain structure and function, neurotransmitter levels, and hormonal balance can affect personality traits, such as mood regulation, aggression, and impulse control.

2. Environmental Factors

- **Family Environment:** The family setting, including parenting styles, family values, and sibling relationships, significantly influences personality development. Supportive, nurturing environments can foster traits like confidence and empathy, while harsh or inconsistent parenting may contribute to anxiety and insecurity.
- **Cultural and Societal Influences**: Cultural norms, values, and expectations shape personality by influencing behaviors, beliefs, and attitudes. Societal roles and stereotypes can also impact how individuals express and develop certain traits.
- **Educational Environment:** Schools and educational systems play a crucial role in personality development. The quality of education, teacher-student interactions, and peer relationships can influence traits like conscientiousness, self-discipline, and social skills.

3. Experiential Factors

- **Life Experiences:** Personal experiences, including significant life events, successes, failures, and traumas, can profoundly impact personality. Experiences that challenge an individual's coping mechanisms can lead to growth and resilience or, conversely, contribute to anxiety and other negative traits.
- **Peer Influences**: Friends and social groups can significantly affect personality, especially during adolescence when peer approval and social acceptance become important. Peer influences can encourage traits like assertiveness, sociability, or risk-taking behaviors.

4. Situational Factors

- **Current Environment and Context:** Situational factors, such as the current social environment or specific circumstances, can temporarily influence behavior and personality expression. For example, a person may behave differently in a professional setting compared to a casual social gathering.
- **Stress and Coping Mechanisms**: How individuals respond to stress and adversity can shape their personality over time. Effective coping strategies can lead to greater emotional stability and resilience, while maladaptive coping can result in anxiety, avoidance, or aggression.

5. Developmental Factors

- **Age and Maturation:** As individuals age, their personality traits can change. For example, people often become more conscientious and emotionally stable as they mature. Childhood and adolescence are particularly formative periods for personality development.
- **Psychosocial Development:** Theories like Erikson's stages of psychosocial development suggest that individuals go through various stages, each with its own challenges and potential for growth. Successful navigation of these stages contributes to a well-rounded personality.

6. Psychological Factors

- **Cognitive Processes:** Cognitive patterns, such as thought processes, perception, and beliefs, influence personality. For instance, individuals with a positive outlook may develop traits like optimism and resilience, while those with negative thinking patterns may be prone to anxiety or depression.
- **Emotional Regulation:** The ability to manage and regulate emotions is a key aspect of personality. People who can effectively control their emotions tend to exhibit greater emotional stability and social competence.

Understanding these factors can provide valuable insights into the complexities of human personality and highlight the importance of supportive environments and positive experiences in promoting healthy personality development.

REVIEW OF RELATED LITRATURE

Mehta et al. (2008) in their study "Personality pattern of higher secondary boys across different demographic groups" tried to compare the personality pattern of SC, ST and non – backward higher secondary boys. Results of this study revealed that significant differences in personality patterns among SC, ST and non backward boys. Also, the differences were found that more prominent in rural areas in comparison to urban areas.

Holder (2009) examined the relationship between dimensions of principal personality type and selected school characteristics. The findings of this indicated that female principals were more likely to possess the initiative dimension of personality than male principals. Review of related literature indicated that there had been limited efforts made on emotional intelligence and personality of senior secondary students. Therefore, the study had made an attempt to investigate emotional intelligence and personality of senior secondary students with demographic variables i.e. gender and locality.

Ponraj and Kumar (2010) examined a research study entitled "Computer assisted instruction in Zoology in relation to learners' personality." The investigation found that CAI provided greater opportunities for the students to learn. It was better than the traditional method of learning and it brought a new kind of experience for the students in higher secondary schools. Therefore, investigator desired that a greater number of educational institutions should teach zoology by using CAI and make the process of teaching and learning more effective.

Moula et al. (2010) explored the relationship between academic achievement motivation and home environment among standard pupils. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Kazmi et al. (2011) evaluated the impact of father's style of dealing with their children at home and their academic achievements at school. The results of this study revealed father's involvement had positive significant relationship with academic achievement of their wards.

Sood et al. (2012) studied the relationship between personality traits, spiritual intelligence and well- being in university students. A positive relationship was found between personal meaning production and two factors namely agreeableness and neuroticism. In this study, a significant relationship was found between transcendental awareness and openness. The results of regression analysis revealed that transcendental awareness predicted wellbeing. Author suggested that conscientiousness should be regarded as main predictor of well- being in university level students.

Attri and Neelam (2013) revealed that that there exist significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

Shakir (2014) made a correlation study between academic anxiety and academic achievement based on gender. Findings clearly showed a negative relationship between academic anxiety and achievement. Gender also affects the anxiety; females were more anxious than male.

Kumar and Lal (2014) results indicated that the adolescent experiencing healthy family environments were found to have higher academic achievement in comparison to children belonging to low family environment.

Mahajan (2015) revealed in their study that no significant difference existed in the academic anxiety of male and female secondary school students moreover a significant difference is found in the academic anxiety of government and private secondary students. He also reported that academic stress was significantly and negatively correlated to parental encouragement.

Kumari (2016) conducted a study entitled "Personality differential between general caste and scheduled caste students; An analytical study". Results of the present study indicated that the scheduled caste students were more neurotic than general caste students. However, no significant difference was found in the overall personality of the general caste and scheduled caste students of B.Ed.

Tras and Gokcen (2020) investigated the relationship between Internet addiction and academic procrastination and social anxiety. The findings of the study revealed a positive and significant correlation between internet addiction and academic procrastination and social anxiety. Subsequently, it was found that academic procrastination and social anxiety predicted internet addiction. According to the findings, the most influential predictor variable was academic procrastination.

Okoye and Onokpaunu (2020) examined the relationship between self-esteem, test anxiety and academic procrastination with academic achievement of post graduate diploma in education (PGDE) students in Delta State University, Abraka. Findings of the study revealed a

positive and significant relationship between self-esteem and academic achievement among PGDE students. The study discovered a negative and significant relationship between academic procrastination and academic achievement, and between test anxiety and academic achievement as well.

Saini (2021) conducted a study on academic procrastination and academic anxiety among senior secondary school students in relation to their self-confidence, self-efficacy and locus of control. The results of the study revealed a cogent double interaction sequel of self - confidence & gender specific over academic procrastination of senior secondary school pupils. It was found that self-efficacy had a cogent sequel on academic procrastination and gender had non cogent sequel on academic procrastination. In the context of double interaction sequel, it was revealed that cogent 86 interaction sequel of self-efficacy & gender was found on the academic procrastination.

Khatoon and Sharma (2021) revealed that significant difference exists in perception about family environment according to gender and place of living. Male students living in rural areas have more positive perception of family environment in comparison to their male counterparts living in urban and semi-urban areas. On the other hand, female students from semi-urban areas have more positive perception about family environment in comparison to their female counterparts from rural and urban areas. However, gender and place of living significantly interact with each other in family environment of senior secondary school students. Today's modern society expects everyone to be a higher achiever.

Agu and Amobi (2023) conducted a research study on topic "Personality types as predictors of secondary school students social adjustment". The study found that secondary school students personality types jointly were significant predictors of their social adjustment. Base on the findings of this study, the following recommendations were made: School administrators should work towards organizing programmes for the students in the schools to get them acquitted with social skills. Also, School guidance counsellors should be equipped with necessary tool both material and intellectual to enable them render counselling services that was geared towards the social adjustment of students which will go a long way in helping students with neurotic and psychotic personality types so that the students can make up in areas where they need help to adjust socially.

Rajhans and Besan (2023) examined the study of personality traits and academic adjustment of higher secondary school students of the Balasore district. The results showed that there was a significant positive relationship between personality traits and academic adjustment of and boys girl's students of higher secondary school. The results also revealed that there was no significant difference between boys and girl's students of higher secondary school in terms of personality traits. The findings also revealed that girl students were more adjustable than boy students.

Seema, Lalita and Mann (2023) indicated that male and female adolescents differ in terms of academic achievement, familial environment, and physiological well-being. Academic achievement, family environment, and PWB all have found a strong correlation. Regression analysis results revealed that family environment and PWB together explained 29.4% of the variance in academic achievement.

Badamasi, Murtala and Farima (2024) studied the personality traits and self-efficacy as predictors of academic performance of English senior secondary school students. The study revealed that significant relationship exist between personality traits, self-efficacy and students' academic performance among senior secondary school students in Katsina Zonal Education Quality Assurance.Iit was also observed that personality traits and self-effacing plays an enormous roles toward curving positive performance of students at various respective Schools more especially in Katsina Zonal Education Quality Assurance.

NEED AND SIGNIFICANCE OF THE STUDY

As pointed out, anxiety has become common among all sections including school going children and their parents. In these times of competition where the world has seen tremendous growth in literacy and academic participation with more and more people being drawn into the mainstream and aspiring for great heights in academic fields, anxiety can be observed all around. In this backdrop it becomes very important to analyse this growing anxiety. It has been found that Family pressure is a major factor behind growing academic anxiety and this in turn affects the personality of the child and the personality that develops

determines academic anxiety. Growing aspiration for outperforming all others and excelling in the field is a major factor that leads to anxiety among children.

Contemporary era is an era of advancement and modernization, every aspect of life is changing at a great pace, so do our education system. Due to this agile change, there is unnatural competition among individuals. If anyone wants to be in the system as a best fit, he/she has to counter the contention. Students are also greatly influenced by the contemporary system as they have to show high level of achievement, which is an indicator of the academic success. Students are burdened with great desire of performance pressure, that leaves them in a great lurch very often, make them anxious, sick and if prolonged may affects their overall personality. Hence keeping the effect of present scenario in the mind, the researcher felt an urgent need to conduct this study related to academic anxiety and academic achievement. Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide. Academic anxiety is associated with substantial negative effect on children's social, emotional and academic success. In India main documented cause of anxiety among school children and adolescents is parent's high educational expectation and pressure for academic achievement. The present study is therefore, undertaken to study the academic anxiety of secondary school students in relation to family environment and their personality. Parents who take responsibility for children learning result in increasing their kids' interest in the studies. Therefore, this study is aimed to investigate the academic anxiety, family environment and personality of secondary school students.

This all makes it very important to do research on academic anxiety in relation to the variables of family environment and personality. Academic anxiety can have a negative effect on a student's academic performance. Teachers and parents can learn to recognize the signs of anxiety in school students. If teachers and parents help students to learn to control anxiety early, more serious academic problems related to anxiety can be avoided. Anxiety can become more detrimental over time. If academic anxiety is identified on time it helps to improve the performance of students so it necessary to know more about academic anxiety.

STATEMENT OF THE PROBLEM

"ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO FAMILY ENVIRONMENT, PERSONALITY AND CERTAIN DEMOGRAPHIC VARIABLES"

OBJECTIVES OF THE STUDY

1. To study the level of academic anxiety among secondary school students.
2. To study the academic anxiety of secondary school students with respect to:
   i. Gender
   ii. Locality
   iii. Family environment
3. To study the interactional effect of following variables with regard to academic anxiety of secondary school students:
   i. Gender and locality
   ii. Gender and family environment
   iii. Locality and family environment
   iv. Gender, locality and family environment.

4. To study the academic anxiety of the secondary school students with respect to
   i. Gender
   ii. Locality
   iii. Personality

5. To study the interactional effect of following variables with regard to academic anxiety of secondary school students:
   i. Gender and locality
   ii. Gender and personality
   iii. Locality and personality
   iv. Gender, locality and personality.

6. To study the correlation between family environment and academic anxiety among secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the academic anxiety of secondary school students with respect to:
   i. Gender
   ii. Locality
   iii. Family environment
2. There will be no significant interactional effect of following variables with regard to academic anxiety of secondary school students:
   i. Gender and locality
   ii. Gender and family environment
   iii. Locality and family environment
   iv. Gender, locality and family environment.
3. There will be no significant difference in the academic anxiety of the secondary school students with respect to
   i. Gender
   ii. Locality
   iii. Personality
4. There will be no significant interactional effect of following variables with regard to academic anxiety of secondary school students:
   i. Gender and locality
   ii. Gender and personality
   iii. Locality and personality
   iv. Gender, locality and personality.
5. There will be no significant correlation between family environment and academic anxiety among secondary school students.

DELIMITATION OF THE STUDY

1. The study will be restricted to four districts. (Kangra, Hamirpur, Mandi, Shimla) of H.P.

2. The study will be restricted to secondary school students studying in class 9^{th}, 10^{th} of Government High Schools and Senior Secondary Schools affiliated to Himachal Pradesh Board of School Education Dharmshala.
3. The study will be restricted to descriptive survey method of research.
4. The study will be delimited to one dependent variable (Academic Anxiety) and four independent variables i.e. Gender, Locality, Family Environment and Personality.

OPERATIONAL DEFINITION OF THE KEY TERMS

- **Academic Anxiety:** -

  Academic anxiety refers to the feelings of worry, nervousness, and apprehension that students often experience in relation to their academic work and performance. This type of anxiety can manifest in various ways and can impact a student's ability to concentrate, learn, and perform well in their studies.

- **Family Environment: -**

  The family environment "involves the circumstances and social climate conditions within family". The family is a group of persons united by ties of marriage, blood or adoption; constituting a single household, interacting and intercommunication which each other in their respective social role of mother and father, husband and wife, brother and sister, creating a common culture.

- **Personality:** -

  Personality refers to the combination of characteristics or qualities that form an individual's distinctive character. It encompasses a range of traits, behaviors, and emotional patterns that consistently influence how a person thinks, feels, and acts.

- **Secondary School students: -**

  Secondary school students refer to the students studying in class 9^{th} and 10^{th} of Government Senior Secondary Schools and high schools affiliated to Himachal Pradesh Board of School Education Dharmshala. .

- **Gender:** -

  Gender is having two types:-

  (i) Male

  (ii) Female

- **Locality: -**

  In the present study, Locality refers to Rural and Urban areas.

RESEARCH METHDOLOGY

Survey technique under descriptive research method will be applied in the present investigation.

SAMPLING

For achieving the objective of the present study, Multistage sampling technique will be followed.

At the first stage, four districts will be selected out of 12 districts of the Himachal Pradesh; these four districts namely (Mandi, Kangra, Hamirpur, Shimla) will be selected randomly. In the second stage, a list of educational blocks existing in the selected district will be prepared and educational blocks will be selected by employing random sampling procedure. In the third stage a list of secondary schools in each sampled educational block will be prepared and schools will be selected by convenient sampling. In the fourth stage, secondary school students will be selected by applying random sampling technique. The researcher will try to include 1000 secondary school students.

VARIABLES OF THE STUDY

In the present investigation, gender, locality, family environment and personality were considered as independent variables.

Academic Anxiety was considered as dependable variable.

RESERCH TOOLS TO BE USED

1. Academic Anxiety Scale developed by Sonal Sharma and Mohd.Shakir (2019).
2. Family Environment Scale developed by Shaloo Saini and Parminder Kaur (2017).
3. Personality Inventory developed by Y.Singh and H.M.Singh (2011).

PROCEDURE FOR DATA COLLECTION

For data collection, the investigator will visit the selected secondary schools personally. The tools will be administered to the selected sample of secondary school students with the prior permission from the head of the institutions. Before getting completed tools from secondary school students, all of them will be requested to give requisite information on each item in the tools. All students will be assured that the information furnished will be kept confidential.

STATISTICAL ANALYSIS

First of all, for checking the normality of data, certain Descriptive Statistics like mean, median, mode, SD, Skewness and Kurtosis will be calculated. To study the effect of gender, locality, family environment and personality on academic anxiety of secondary school students, the statistical technique of Analysis of Variance (ANOVA) will be applied. To study the correlation between family environment and academic anxiety, product moment correlation by Karl Pearson will be employed.

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